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ABSTRACT

The purpose of this study was twofold: (1) to describe the functions and tasks of vocational evaluators in educational settings, and (2) to seek data pertaining to the certification, qualification, and status of vocational evaluators in this system. Letters were sent to vocational education supervisory staff in all fifty states, Washington, D.C., and Puerto Rico. As a result, seventeen states indicated vocational evaluation was conducted and twenty-one states indicated vocational evaluation was not. A total of 143 vocational evaluation programs were identified. Among the findings of this report are the following: (1) eighty-one percent of the personnel participating in the vocational evaluation survey were certified in the school system but only 4% under the job title of vocational evaluation; (2) vocational evaluators were found to be certified in a variety of disciplines; (3) most respondents indicated that they would be willing to work toward attaining certification if their states developed a certification process; (4) fifty-four percent indicated that they functioned at a comparable level with counselors in the school organization structure, but only one out of four was on a comparable pay scale; (5) twenty-one percent indicated that they did not have any specific training in vocational education prior to employment; and (6) fifty-nine percent indicated that they had had some form of training, while 41% indicated that they had had none. (BB)

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ED154132

Stout Vocational Rehabilitation Institute

A Research Report

"Vocational Evaluators in School Settings: Task Analyses, Certification, Qualification and Status Data"

March, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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STOUT VOCATIONAL REHABILITATION INSTITUTE
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Foreword

The research report contained herein represents a consolidation of two separate research reports submitted in May 1977 to the Graduate College of the Univeristy of Wisconsin-Stout, Menomonie, Wisconsin, as partial completion of the requirements of the Master of Science Degree in Vocational Rehabilitation. The two research reports combined into this report are (1) A Survey of the Roles and Functions of Vocational Evaluators in Vocational Education by Sue M. Ellsworth, and (2) A Survey of the Certification and Qualifications of Vocational Evaluators Employed in Vocational Education by Allen J. Noll.

The reporting of the research findings in this document has not followed the standard format in relation to chapter headings or tables with specific headings. The format that has been utilized was done to expedite combining data from two separate reports with slightly different styles. It is believed that the format used will facilitate reading and understanding of the findings.

Both Ms. Ellsworth and Mr. Noll expressed acknowledgement in their original reports to the following. Appreciation was expressed to Thomas A. Modahl for his time and guidance as research advisor. Mr. Modahl is an instructor with the Department of Vocational Rehabilitation, Stout Vocational Rehabilitation Institute. Appreciation was also expressed to the co-directors of the Center for Vocational, Technical, and Adult Education, Dr. Harold Halfin, Dr. Orville Nelson, and their entire staff for their direction, financial support, data analysis, and clerical assistance.

The Stout Vocational Rehabilitation Institute of the School of Education at the University of Wisconsin-Stout is pleased to consolidate, publish, and disseminate the findings of these two research reports. Appreciation is expressed to Ms. Ellsworth and Mr. Noll for their fine work and accomplishment.

Stout Vocational Rehabilitation Institute

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Chapter I

INTRODUCTION

Legislation

Training for work in America has existed since the first colonists brought with them the practice of apprenticeship. The first governmental involvement in the provision of skill training was initiated with the passage of the Morrill Act in 1862. Although the Act provided support for agricultural and mechanical colleges, schools during this period were basically providing an academic education for professions rather than training skilled employees for labor. The education system was not meeting the needs of the economy. By the early 1900's, labor and management were in desperate need of skilled manpower.

The next major legislation aimed at meeting the need for skilled manpower was the Smith-Hughes Act of 1917 which created a Federal Board of Vocational Education. While this Act provided reimbursement for certain types of vocational education, the focus of education remained dominated by those favoring a general or liberal arts orientation.

Despite the original charge of comprehensive education in this country intended to provide both academic and skill training, the provision of vocational education was not readily available for the specific population defined as handicapped.

As recently as the mid-1950's, the role of the federal government in education for the handicapped consisted only of two subsidies: (1) to Gallaudet College for the Deaf in Washington, D.C., and (2) to the American Printing House for the Blind in Lexington, Kentucky. However, by 1974, approximately $300 million was being provided by the Office of Education supporting education for handicapped children (Parker, 1974).

Several major pieces of legislation were responsible for shifting toward provisions of vocational education for the handicapped. In 1961, President Kennedy appointed a panel of consultants on vocational education. The panel's recommendations resulted in the Vocational Education Act of 1963. This Act introduced major changes in the quality and availability of comprehensive vocational education. It also adopted the goal of making vocational and technical education available to everyone.

The Vocational Education Act of 1963 (Public Law 88-164) provided for the delivery of vocational education to persons with academic, socioeconomic, or other disabling conditions which prevented them from succeeding in regular vocational education programs. The provisions were not a reality, however, until the passage of the Vocational Education

Amendments of 1968 (PL 90-567). The 1968 amendments shifted the priorities of vocational education from an emphasis on the pre-determined objectives of the program to a focus on meeting the specific "needs of the student" (Parker, 1974). These amendments also required that 10 percent of the federal monies spent on vocational education had to be used to provide vocational education for the handicapped. The amendments further required that the federal monies be used only to cover the incremental costs of providing such skill training for this clearly identified student population.

The Vocational Education Amendments of 1976 - Public Law 94-482 reaffirmed the position of the Congress in serving the disadvantaged and handicapped in that ten percent of the funds allocated to a state under 102a of the Act must be used to provide vocational education for the handicapped. Twenty percent of the funds must be used to provide vocational education in areas of high youth unemployment or school dropouts. The regulations require that the federal, state and matching funds be used to pay excess costs (the costs of special education and related services above the costs of the regular program students).

Program for Handicapped Persons

By 1972, every state had initiated programs for identifying their handicapped population. Also identified were the resources and techniques necessary in meeting their specific vocational needs (Parker, 1974). Once the decision to provide appropriate vocational education for the handicapped was made, each state was required to determine how to provide such services in the best way possible. It was a difficult undertaking for each state. Once the total handicapped population was identified, programs had to be developed to meet the varying needs of individuals.

Since programs were developed on an individual basis by each state, there was no overall coordination as programs developed. In 1974, the Bureau of Education for the Handicapped contracted with the Management Analysis Center, Inc. of Washington, D.C., to examine existing vocational education programs for the handicapped so that occupational education for the handicapped would be improved and become consistent.

The study by the Management Analysis Center found that, in general, vocational services for the handicapped were weak. In many cases, students were trained for menial jobs based on a low level intelligence label associated with them that resulted in low achievement expectations. There was poor coordination among cooperating agencies and there was inadequate supervision and monitoring of students' progress. More specifically, the study revealed that those programs which did fail in adequately providing for the needs of handicapped youth did so in three basic ways.

1. The environment was not prepared for the student as well as the student was prepared for the work environment.

2. Ancillary services and assistance from groups outside the immediate administration of the program were not sought and utilized.

3. Program content was not necessarily relevant to the job market and environment in which most students would live upon graduation.

The same study reported that the most effective programs did not fail in these ways. Each of the successful programs utilized some form of assessment component in identifying the needs of the handicapped individuals being served. While each of these assessment processes were locally referred to under a variety of titles such as: employment orientation, (Camden County Vocational Technical School), work skills evaluation (Calhoun Area Vocational Center), and student evaluation (Aux Chandelles Vocational Training Department), they all utilized component techniques and procedures of vocational evaluation.

Vocational Evaluation: A Methodology

Vocational evaluation is a methodology and profession that has developed within the field of vocational rehabilitation. Vocational evaluation was defined by the Tenth Institute on Rehabilitation Services (1972).

> Vocational evaluation is a comprehensive process that systematically utilizes work, real or simulated, as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development. Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural, and economic data in the attainment of the goals of the evaluation process.

Vocational evaluation, developed in the field of vocational rehabilitation, is being incorporated at an increasing rate into the educational system. In fact, Buontempo, McNulty and Ringleheim (1974) identified vocational evaluation as one of the five major phases necessary in the effective preparation of the handicapped. Nadolsky (1973) views vocational evaluation as a process fostering individualized, goal related education with tangible objectives making the educational process more meaningful to the student. It also aids in reducing frustration and decreasing the dropout rate by allowing students to see the relationship between education and vocation. As a preventative measure, it is more economical in terms of time, effort, and utilization of human resources than the corrective techniques and should be made available on a nationwide basis. Brolin (1973, a) has identified the following benefits in addition to the typical objectives of assessment: (a) stimulates the student's thoughts about work, (b) provides for job exploration, (c)

consists of an actual job situation, (d) is a meaningful deviation from the regular classroom, (e) acts as a motivator to learn in order to qualify for certain jobs, (f) allows for a method of comparing student's abilities to an actual job, (g) aids in behavior change techniques, (h) pinpoints areas needing classroom attention, (i) brings reality into the classroom, (j) builds self confidence.

Since vocational evaluation was not born within the education discipline, there are problems in defining its role within the parallel but separate education profession. The main problem seems to be a two way lack of understanding.

1. Vocational evaluators trained in the rehabilitation model do not sufficiently understand the vocational education system and the training programs available.

2. Vocational education personnel do not understand and/or utilize the range of expertise the vocational evaluator has to offer (Modahl, 1976).

One prevalent view among educators is that the vocational educator and the teacher of the handicapped should assess each student's strengths and weaknesses and identify the types of occupations which the individual with special needs might consider in making her/his career choice. Some educators feel that vocational evaluation should be done by the teacher in the classroom (Smeltzer, 1976; Buontempo, G., McNaulty, T., and Ringleheim, D., 1974). However, even those holding this view of evaluation have employed specific individuals whom they call vocational evaluators to assess the assets and liabilities of handicapped students. These vocational evaluators, however, are often utilized as uniquely trained teachers assigned to a specially equipped classroom.

Another method of providing evaluation is to use existing vocational rehabilitation agencies as is done in some schools in Ohio, Maine, Wisconsin, and Connecticut (O'Toole and Mathers, 1971; Parker, 1974, Hathaway, 1976; Steinke, 1976). Although such programs provide a single occurrence evaluation, these programs often have the capacity to evaluate the student in a variety of settings through effective use of a diversity of situations and techniques which expand the role of evaluation beyond the isolated classroom situation.

Brolin (1973, b) stated that the educable mentally retarded (EMR) population, which comprises a significant proportion of the handicapped population, is not being served by appropriate educational and vocational programs because communication problems exist between the state rehabilitation agencies, state employment services, and sheltered workshops. The overlap of services results in inefficient delivery of services and a lack of clarity regarding which services are to be provided by each agency. Brolin feels that the secondary school itself should assume responsibility

for vocational development of the EMR student by including a comprehensive vocational evaluation program as part of its curriculum.

Based upon the review, there appears to be three distinct models of vocational evaluation being used in assessing handicapped students vocationally. First, there is the "teacher-evaluator" who functions within a specially equipped classroom setting. Second, there is vocational evaluation as provided within a separate, rehabilitation facility. Third, there is a comprehensive vocational evaluation unit operating within the school, which considers all aspects of the individual and the total school setting.

The purpose of vocational evaluation, whether it is done by the teacher (Buontempo, G., McNaulty, J. and Ringleheim, D., 1974), by an outside agency (O'Toole and Mather, 1971), by an evaluator restricted to a classroom area (Smeltzer, 1976), or by an evaluator in the school with outreach duties (Brolin, 1973, b) is to establish a personal assessment that would be helpful to plan the most appropriate occupational preparation possible to the handicapped student. Which role the evaluator will assume will probably depend upon the definition of vocational evaluation adopted by education.

Vocational evaluators do have unique skills and training when educated by one of the universities specializing in this training. Skills include the ability to select appropriate work samples, to administer and interpret work samples, to record and use behavioral observations, to plan and recommend prescriptive programs, and to effectively communicate with clients. They also have a knowledge of the world of work and of worker characteristics. (Hutchinson, 1975).

Purpose of Study

The exact contributions vocational evaluators will be allowed to make in the school setting will depend on the roles and functions assigned to them by the vocational education system in which they work and the status they have within the system. The authors in discussion with faculty at the University of Wisconsin-Stout indicated that perhaps a study of personnel currently conducting vocational evaluation in the vocational education system could provide valuable information. Information, for example, could be used to help determine how best to utilize vocational evaluation and vocational evaluators in providing vocational education to handicapped students.

A number of variables were studied in relation to personnel functioning as vocational evaluators in the vocational education system. These variables were (1) certification, (2) status, (3) qualifications, (4) job functions, and (5) additional training desired.

Chapter II

METHODOLOGY

Personnel Identification

The initial task encountered in this investigation was identifying personnel functioning as vocational evaluators in educational settings. In October, 1976, a letter was sent to state vocational education supervisory personnel assigned to the special needs section of vocational education agencies in states where these supervisory personnel were known. In other states, the letter was sent to directors of the state vocational education agency. The letter requested a listing of vocational evaluation programs in educational settings in their states. A follow up letter was sent to states from which no response was received from the first letter. All 50 states plus Washington, D.C. and Puerto Rico were contacted.

Responses by Governmental Units

Forty-four governmental units responded to the requests, or an 85% return, out of the fifty-two governmental units contacted. Of those responding, seventeen indicated vocational evaluation was conducted in schools, two indicated they contracted with private rehabilitation facilities for vocational evaluation, and four stated they utilized a combination of conducting vocational evaluation in schools and contracting out to rehabilitation facilities. The balance of the responding governmental units (twenty-one) did not indicate vocational evaluation as being conducted in their educational systems. Through this process, 143 vocational evaluation programs serving vocational education students with special needs were identified. One hundred and twenty-five (87%) of these vocational programs were in educational settings.

Data Seeking Instrument

A joint survey was undertaken by the authors utilizing a single questionnaire (see appendix) to obtain information for a study on the role and function of vocational evaluators in vocational education (Ellsworth) and certification, qualifications, and status of vocational evaluators employed in vocational education (Noll). The data collected from the questionnaire provided a variety of information. Items 1 through 15 of the questionnaire requested information pertaining to certification for vocational evaluators in the educational system, 16-27 to status of voca-

tional evaluators in schools, 28-31 to qualifications of personnel functioning as vocational evaluators, 32-61 to job functions of these vocational evaluators and 66 to seek additional training needs as expressed by respondents. A few additional questions were included in the questionnaire but were not analyzed or reported in these studies.

The questionnaire was sent directly to vocational evaluators and to director of vocational evaluation programs when individual names were not known. All questionnaires were numbered to identify non-respondents for purpose of follow up. Of two hundred and sixty-one questionnaires sent out, a total of 136 were returned from the first mailing and a final total of 188 after a follow-up mailing to non-respondents. Twenty-two were returned incomplete. Of the complete questionnaires, one hundred and forty-seven or 89% were from vocational evaluators functioning in schools. Nineteen or 11% were functioning in private rehabilitation facilities serving students referred from schools.

The results of analysis of the 166 completed questionnaires is reported in Chapter III through VII by the categories of questions listed above. These categories are: certification, status, qualifications, job functions, and training needs.

Chapter III

CERTIFICATION OF VOCATIONAL EVALUATORS IN SCHOOL SYSTEMS

The first part of the questionnaire was designed to obtain information pertaining to the subject area of certification. Information was sought on the current extent of certification, nature of certification, requirements for certification, and receptivity to certification.

Extent of Certification

A question was included in the questionnaire for the purpose of determining if any states had certification for vocational evaluators in their school systems.

Question	Yes	No	No Response
Is there certification for vocational evaluators in your state?	24 (14%)	135 (81%)	7 (4%)

An analysis of the responses was made in an attempt to learn which states had certification for vocational evaluators. What the analysis revealed is that the majority of the respondents answering "yes" to this question were doing so because they were required to be certified, but that their certification was in areas other than vocational evaluation. The only state for which there appears to be some form of certification for vocational evaluators is Minnesota and this is a limited type of certification.

Requirements for Certification

For states which require certification to conduct vocational evaluation, questions were included to determine requirements. Three categories of requirements were included as respondent options to check. These three categories are (1) course work, (2) specific competencies, and (3) work experience. Data were collected from the 24 respondents that indicated certification reported in the previous section was required. In reviewing the data, the reader is to remember that certification may be required to conduct vocational evaluation but not necessarily as a vocational evaluator. For example, certification could be required in special education.

Requirements for Certification	Yes	No	No Response
Course Work	22	0	2
Specific Competencies	19	3	2
Experience	20	2	2

Consideration for Establishing Certification

Information was also sought to determine if states were considering establishing certification for vocational evaluators.

Question	Yes	No	No Response
Is certification being considered in your state?	78 (47%)	67 (40%)	21 (13%)

Current Certification Status of Respondents

Two questions of the questionnaire were designed to determine if respondents were (1) currently certified as vocational evaluators and (2) if they held a certification of any type.

Question	Yes	No	No Response
Are you presently certified as a vocational evaluator?	30 (18%)	124 (75%)	12 (7%)

Some respondents stated they were certified as a vocational evaluator in states that do not have certification for this profession. Analysis of the data reveals that many of these respondents were referring to certificates provided by commercial vocational evaluation systems.

Question	Yes	No	No Response
Do you presently hold a certification of any kind?	135 (81%)	27 (16%)	4 (2%)

Types of Certification Possessed by Respondents

Of the 135 respondents responding yes to the above question, certification is held under a variety of job titles. A number of these respondents indicated they held more than one certification, therefore, the total number below is more than 135.

Job Classification of Certification	Number	%
Teacher	75	45
Guidance and Counseling	30	18
Administration	25	15
Work Experience/Work Study Coordinator	9	5
Pupil/Student Personnel Services	6	4
School Psychologist	5	3
Career/Occupational Specialist	5	3
Occupational Therapist	1	1
Registered Music Therapist	1	1
Studies Specialist	1	1
Professional License (Not Specified)	1	1

Of the respondents who were certified as teachers a wide variety of subject areas were represented. Included in the teacher certified evaluators were 25 or 15% who were certified in special education and 11 or 7% in vocational or industrial education.

Respondents Currently Seeking Certification

Forty-eight (29%) of the respondents stated they were currently working toward certification. Job classifications under which they were seeking certification are:

Administratio	16
Guidance & Counseling	10
Vocational Education	12
Psychology	4
Special Education	5
Secondary Math	1

Receptivity to State Certification in Vocational Evaluation

As a guide to making recommendations to states, the respondents were

asked if they would work for certification as a vocational evaluator if made available in their state.

Question	Yes	No	No Response
If your state made certification for vocational evaluators available, would you be willing to work for it?	127 (77%)	23 (14%)	16 (10%)

Possible Certification by the Vocational Evaluation and Work Adjustment Association

The Vocational Evaluation and Work Adjustment Association (VEWAA) is a professional organization of vocational evaluators. VEWAA does not yet have a certification process for vocational evaluators but questions were included to determine the perceived value of such certification if developed.

Question	Yes	No	No Response
1. When certification (by VEWAA) becomes available, would you be willing to work for it?	133 (80%)	24 (14%)	9 (5%)
2. Do you feel you would benefit professionally by being certified by this (VEWAA) professional organization?	128 (77%)	25 (15%)	13 (8%)
3. Do you feel this certification (by VEWAA) would add impact to your functioning as an evaluator?	107 (64%)	45 (27%)	14 (8%)

Chapter IV

STATUS OF VOCATIONAL EVALUATION IN SCHOOL SYSTEMS

Level of Vocational Evaluation in Relation to Other School Personnel

Respondents were asked to compare their positions as vocational evaluators in relation to other personnel in the educational system, to determine how they perceived their status in relating to other levels of school personnel.

Level	Yes	No
Teacher	95 (57%)	32 (19%)
Counselor	90 (54%)	38 (23%)
Ass't Principal	19 (11%)	86 (52%)
Principal	11 (7%)	96 (58%)
Psychologist	14 (8%)	83 (50%)

Pay Scale of Vocational Evaluators in Comparison to School Personnel

Respondents were also asked to indicate the level of school personnel to which their salary was equal.

Level	Yes	No
Teacher	95 (57%)	27 (16%)
Counselor	47 (28%)	59 (36%)
Ass't Principal	13 (8%)	81 (49%)
Principal	7 (4%)	83 (50%)
Other	9 (5%)	-

A total of nine evaluators elected to respond to the "Other" classification for the above table. While four of them identified themselves as paraprofessional, the remaining five in the "Other" classification indicated their response as: hourly (1), counsultant (1), coordinator (1), assistant supervisor (1), and supervisor (1).

Chapter V

QUALIFICATIONS OF PERSONNEL FUNCTIONING AS VOCATIONAL EVALUATORS FOR SCHOOL SYSTEMS

Number of Respondents With College Degrees

Respondents were asked to indicate the extent of their college preparation.

No. of College Degrees	Frequency	%
No Degree	11	7
One Degree	47	28
More Than One Degree	108	65

Though not specifically asked, 69 of those having more than one degree indicated having a masters degree. Since the question was not specifically asked, there may have been more.

Types of Degrees

The table below indicates the types of degrees earned by the respondents. The total for the column "Number of Respondents" is greater than the number of individuals replying to the study. The reason is that some individuals held more than one degree. The percentage figure is, however, based on the total of 166 to indicate the percentage representation of type of degree.

Degree	Number of Respondents	%
Education	90	54
Guidance & Counseling	36	22
Psychology	25	15
Vocational Evaluation (WS Degree)	21	13
Administration/Supervision	13	8

A wide variety of education degrees were included under the category of education. Of the ninety respondents, 26 had degrees in special education and 20 in vocational or industrial education.

Necessity of an Education Degree

A question was included in the questionnaire to determine the extent to which having a degree in education was necessary to obtaining a job.

Question	Yes	No	No Response
Was a degree in education necessary to qualify for your job?	95 (57%)	68 (41%)	3 (2%)

Further analysis of the collected data revealed that of the group required to have an education degree that 28% indicated no specific training in vocational evaluation for their job as compared to only 12% having no training for those not required to have an education degree.

Specific Training in Vocational Evaluation

In an attempt to assess the particular preparation for their jobs as vocational evaluators, two questions were included in the questionnaire The first was concerned with specific training in vocational evaluation and the second, specific experience in vocational evaluation. The results of the first question is reported below and those of the second in the next section. A number of respondents indicated they had specific training in vocational evaluation but then listed experience that is more accurately classified as "related". A few responses were difficult to classify with accuracy and are reported as "other".

Training	Number of Respondents	%
No Response to Question	7	4
No Specific Training.	35	21
Training in Vocational Evaluation . . .	98	59
Graduate degree in voc. eval.	14	
Grad. degree in VE plus special workshops	7	
Special workshops by universities and commerical evaluation systems	35	
Special workshops and related college courses	14	
Grad. courses in vocational evaluation	8	

On-the-job training in vocational evaluation	20		
-Seven had special workshops also, and one had taken some college courses.			
Related Training		16	10
College degree in special education, psychology, vocational rehabilitation.	4		
College courses in special subjects, i.e. testing, vocational analysis, counseling, etc.	12		
Other.		10	6
College course in educ.	8		
Reading literature	1		
Business experience	1		

Specific Experience in Vocational Evaluation

In addition to specific training that prepared the respondents for their positions as vocational evaluators in the school system, respondents were also asked to list specific prior experience-

Experience	Number of Respondents	%
No prior experience in vocational evaluation	57	34
Experience in vocational evaluation.	109	66
Coordinator/Chief VE	12	
Vocational Evaluator	95	
Evaluation Aide	2	

Chapter VI

JOB FUNCTIONS OF VOCATIONAL EVALUATIONS SERVING THE SCHOOL SYSTEMS

A series of questions were included in the questionnaire to determine the job functions of vocational evaluators in the school system and the percentage of time spent on the tasks. The major categories of job functions for which information was obtained are: (1) Evaluation/Testing, (2) Interviewing and Counseling, (3) Teaching, (4) Administration, (5) Occupational Analysis, (6) Communicating and Relating, and (7) Research and Development.

Evaluation and Testing

SELECT AND ADMINISTER DESTERITY TESTS AND WORK SAMPLES.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	28	24	20	17	30	24	23
Percent of total group	17	14	12	10	18	14	14

SELECT AND ADMINISTER ACHIEVEMENT TEST, PERSONALITY SURVEYS AND INTEREST INVENTORIES.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	32	40	48	18	14	8	6
Percent of total group	19	24	29	11	8	5	4

SCORE AND INTERPRET WORK SAMPLES, INVENTORIES AND TESTS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	21	20	36	36	24	15	14
Percent of total group	13	12	22	22	14	9	8

DEVELOP AN EVALUATION PLAN USING TENTATIVE HYPOTHESES.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	38	42	36	22	13	10	5
Percent of total group	23	25	22	13	8	6	3

ADAPT STANDARDIZED INSTRUMENTS FOR SPECIAL DISABILITY GROUPS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	57	57	26	14	5	4	3
Percent of total group	34	34	16	8	3	2	2

Interviewing and Counseling

PROVIDE INDIVIDUAL AND GROUP COUNSELING (INTERPERSONAL).	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	34	30	43	28	11	14	6
Percent of total group	20	18	26	17	7	8	4

EXPLAIN TEST RESULTS TO STUDENTS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	28	45	42	26	11	8	6
Percent of total group	17	27	25	16	7	5	4

CONDUCT INITIAL INTAKE INTERVIEW.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	55	56	30	8	3	6	8
Percent of total group	33	34	18	5	2	4	5

IMPLEMENT WORK ADJUSTMENT PROGRAMS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	94	33	11	13	6	5	4
Percent of total group	57	20	7	8	4	3	2

Teaching

INSTRUCT STUDENTS IN TOTAL USAGE AND SAFETY PROCEDURES.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	52	56	26	11	5	10	6
Percent of total group	31	34	16	7	3	6	4

TEACH SPECIFIC VOCA-ATIONAL AND LIFE SKILLS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	79	40	16	10	9	5	7
Percent of total group	48	24	10	6	5	3	4

PROVIDE IN-SERVICE TRAINING TO SCHOOL PERSONNEL.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	61	67	20	10	4	3	1
Percent of total group	37	40	12	6	2	2	1

AID TEACHERS BY RECOMMENDING TECHNIQUES TO MEET INDIVIDUAL STUDENT NEEDS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	35	51	41	22	5	5	7
Percent of total group	21	31	25	13	3	3	4

Administration

SUPERVISE OTHER EVALUATORS OR AIDES.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	59	33	23	11	20	4	16
Percent of total group	35	20	14	7	12	2	10

PREPARE BUDGETS AND ORDER EQUIPMENT.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	31	72	37	16	4	1	5
Percent of total group	19	43	22	10	2	1	3

CONDUCT RESEARCH AND ESTABLISH NORMS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	65	62	23	7	7	2	-
Percent of total group	39	37	14	4	4	1	-

ASSIST IN CURRICULUM DEVELOPMENT IN AREAS OTHER THAN EVALUATION CURRICULUM.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	75	60	16	8	3	4	-
Percent of total group	45	36	10	5	2	2	-

COMMUNICATE WITH OUTSIDE AGENCIES.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	22	62	38	22	12	5	5
Percent of total group	13	38	23	13	7	3	3

Occupational Analysis

CONDUCT JOB ANALYSIS WITHIN THE COMMUNITY.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	96	48	11	6	1	3	1
Percent of total group	58	29	6	3	1	2	1

PERFORM TASK ANALYSIS OF THE TRAINING PROGRAMS AVAILABLE TO YOUR STUDENTS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	86	43	13	8	7	5	1
Percent of total group	52	26	10	5	4	3	1

USE D.O.T. TO CLASSIFY JOBS AND WORK SAMPLES.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	42	63	26	15	6	6	8
Percent of total group	25	38	16	9	4	4	5

UTILIZE TIME AND MOTION PRINCIPLES IN MODIFYING WORK STATIONS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	102	36	9	12	5	1	1
Percent of total group	61	22	5	7	3	1	1

Communicating and Relating

PREPARE WRITTEN WORK EVALUATION REPORTS.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	21	19	33	46	14	16	17
Percent of total group	13	11	20	28	8	10	10

PARTICIPATE IN INTER-DISCIPLINARY STAFF CONFERENCE.	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	34	50	44	20	8	5	5
Percent of total group	20	30	27	12	5	3	3

PROVIDE CAREER INFORMATION TO STUDENTS.	PERCENT OF TIME SPENT IN TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	21	53	40	21	14	7	10
Percent of total group	13	32	24	13	8	4	6

COMMUNICATE VOCATIONAL EVALUATION PURPOSE TO BOARD MEMBERS, PARENTS, AND COMMUNITY LEADERS.	PERCENT OF TIME SPENT IN TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	41	65	31	16	7	1	5
Percent of total group	25	39	19	10	4	1	3

Research and Development

DEVELOP WORK SAMPLES AND WORK SAMPLE MANUALS.

	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	58	63	22	9	9	3	2
Percent of total group	35	38	13	5	5	2	1

DEVELOP BEHAVIORAL RATING FORMS, CHECK LISTS, AND EVALUATION FORMS.

	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	35	69	30	16	4	7	5
Percent of total group	21	42	18	10	2	4	3

USE STATISTICAL TECHNIQUES TO VALIDATE AND ESTIMATE RELIABILITY OF WORK SAMPLES.

	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	92	49	12	5	4	1	3
Percent of total group	55	30	7	3	2	1	2

CONDUCT FOLLOW-UP STUDIES ON THOSE EVALUATED.

	PERCENT OF TIME SPENT ON TASK						
	0	1-5	6-15	16-30	31-50	51-75	76-99
Number of individuals	64	55	21	12	3	6	5
Percent of total group	39	33	13	7	2	4	3

Data Analyses for All Tasks Performed

Thirty tasks were performed by vocational evaluators in school settings. Data from the instruments revealed the proportion of evaluators performing each task plus the percent of time devoted to the tasks. The thirty tasks are listed below in order as tasks being performed by the greatest proportion of vocational evaluators to the smallest proportion.

	Performed Task	Percent of Evaluators Performing Task	Percent of Time Devoted to Tasks	Category
1.	Score and interpret work samples, inventories, and tests	87	2[illegible]	Evaluation & Testing
2.	Communicate with outside agencies	87	12	Administration
3.	Prepare written work evaluation reports	87	25	Communicating & Relating
4.	Provide career information to students	87	15	Communicating & Relating
5.	Select and administer exterity tests & work samples	83	30	Evaluation & Testing
6.	Explain test results to students	83	15	Interviewing & Counseling
7.	Select and administer achievement tests, personality surveys, and interest inventories	81	15	Evaluation & Testing
8.	Provide individual and group counseling (Interpersonal)	81	19	Interviewing & Counseling
9.	Prepare budgets and order equipment	81	9	Administration
10.	Participate in interdisciplinary staff conference	80	13	Communicating & Relating
11.	Aid teachers by recommending techniques to meet individual student needs	79	13	Teaching
12.	Develop behavior rating forms, check lists, and evaluation forms	79	11	Research & Development
13.	Developing an evaluation plan using tentative hypotheses	77	15	Evaluation & Testing
14.	Use D.O.T. to classify jobs and work samples	75	12	Occupational Analysis

15.	Communicating vocational evaluation purpose to board members, parents, and community leaders	75	10	Communicating & Relating
16.	Instruct students in tool usage and safety procedures	69	13	Teaching
17.	Conduct initial intake interview	67	12	Interviewing & Counseling
18.	Adapt standardized instruments for special disability groups	66	10	Evaluation & Testing
19.	Develop work samples and work	65	9	Research & Development
20.	Supervise other evaluators or aides	64	24	Administration
21.	Provide in-service training to school personnel	63	8	Teaching
22.	Conduct research and establish norms	61	7	Administration
23.	Conduct follow-up studies on those evaluated	61	5	Research & Development
24.	Assist in curriculum development in areas other than evaluation curriculum	55	7	Administration
25.	Teach specific vocational and life skills	52	15	Teaching
26.	Performs task analysis of the training programs available to your students	48	11	Occupational Analysis
27.	Use statistical techniques to validate and estimate reliability of work samples	45	8	Research & Development
28.	Implement work adjustment programs	43	14	Interviewing & Counseling
29.	Conduct job analysis within the community	42	7	Occupational Analysis
30.	Utilize time & motion principles in modifying work stations	39	10	Occupational Analysis

Chapter VII

ADDITIONAL TRAINING DESIRED

A question was included in the questionnaire to determine what kinds of additional training, if any, respondents believed would be beneficial in assisting them in carrying out their duties. The question was open-ended and the responses are tallied below:

Number of Responses	Subject Areas
16	Select, administer, analyze, and interpret test and evaluation instruments
12	Behavior modification and work adjustment
12	Blind
10	Deaf
10	Learning disabilities
9	Formal training in all areas
9	Develop work samples and job samples
9	Knowledge about existing jobs in the community and tasks required in industry
9	Counseling: interpersonal, guidance, with parents
7	Administration, management and budgeting
7	Report writing
6	Evaluation procedures and techniques
6	Job and task analysis
5	Physical disabilities
5	Speech disabilities
5	Industrial arts and trade skills
5	Skills in behavioral observation
4	How people learn
4	Statistics and statistical validation of work samples
4	Evaluating trainable mentally retarded individuals
4	Psychology

4	Adapting instruments using time and motion principles
3	Research
3	Ideas from others--workshops and conferences to share experiences
2	Teaching techniques
2	Situational assessment
2	Diagnosing reading skills
2	Evaluating individuals who are chemically dependent
2	Use of commercial work samples
2	Establishing local norms
2	Evaluating mentally retarded individuals
2	Evaluating socially maladjusted and emotionally disturbed individuals
2	Developing curriculum
1	Teaching life skills
1	Computer programming
1	Preparing audiovisual materials
1	Interagency staffings
1	Developing job exploration tools
1	Educational programming
1	Develop appropriate work values
1	In-service for exposure to recently developed work samples
1	Psychotherapy
1	Biofeedback
1	Multiple handicapped
1	Brain damaged
1	Ability to speak Spanish
1	Personality testing

It should be noted that a number of respondents listed more than one subject area in which they felt a need for additional training. Fifty individuals, however, did not respond at all and five stated specifically that they felt that they needed no additional training.

Chapter VIII

SUMMARY AND CONCLUSIONS

Summary

Introduction

Lesislation Two historic pieces of legislation initiated governmental involvement in the provision of skill training. They were known as the Morrill Act of 1862 and the Smith-Hughes Act of 1917. There was evidence that the education systems of the era were not meeting the needs of the economy. There was a desperate need for skilled manpower. Vocational education for the handicapped population was virtually nonexistent.

During the 1950's and 1960's, major pieces of legislation shifted toward provisions of vocational education for the handicapped. The Vocational Education Act of 1963 (Public Law 88-164) with the later Amendments of 1968 (Public Law 90-567) and 1976 (Public Law 94-482) established priorities for educational programs with a focus on meeting the specific needs of students. Also, the Amendments stipulated that ten percent of the federal monies spent on vocational education had to be used to provide vocational education for the handicapped.

Vocational Evaluation: A Methodology Vocational evaluation is a unique process of assisting individuals in vocational development through the use of real or simulated work experiences as a means for assessment and vocational exploration. Vocational evaluation incorporates the systematic gathering of data about an individual's medical, psychological, social, vocational, educational, cultural, and economic needs, and when combined with appropriate counseling leads to vocational development.

Three Distinct School Models of Vocational Evaluation First, there is the teacher-evaluator who functions within a specially equipped classroom setting. Second, there is vocational evaluation as provided within a separate rehabilitation facility. Third, there is a comprehensive vocational unit operating within the school which considers all aspects of the individual and the total school setting.

Purpose of the Study

The purpose of the study was twofold: (1) to describe the functions and tasks of vocational evaluators in educational settings, and (2) to

seek data pertaining to the certification, qualification and status of vocational evaluators in this system.

Procedures of the Study

Names and addresses of personnel functioning as vocational evaluators in educational settings throughout the country had to be identified. Letters were prepared and mailed to vocational education supervisory staff assigned to the special needs section of vocational education agencies in each of the fifty states, plus Washington, D.C. and Puerto Rico. Each of the letters mailed to the governmental units requested a listing of vocational evaluation programs in educational settings in their states. Follow-up letters were sent to each state not responding to the first letter. Of the fifty-two governmental units contacted, a total of forty-four, or 85 percent, responded to the letters of request. A brief summary of the state responses follow:

a. 17 states indicated vocational evaluation was conducted in schools.

b. 2 states indicated vocational evaluation was contracted with private rehabilitation facilities.

c. 4 states indicated vocational evaluation was conducted in schools and also by contract with rehabilitation facilities.

d. 21 states indicated vocational evaluation was not conducted in their educational systems.

A total of 143 vocational evaluation programs serving vocational education students with special needs were identified. Vocational programs in educational settings numbered 125, or 87 percent.

Utilizing a singular data seeking instrument, two graduate students studied separately the two separate areas outlined under the "Purpose of the Study". Ellsworth studied and reported on the function and tasks while Noll studied and reported on certification, qualification and status. This document combines their separate reports into a singular document.

Findings

The findings of the data gathered through the use of the instruments described above are as follows:

1. Eighty-one percent of the personnel participating in the vocational evaluation survey were certified in the school system but only 4% under the job title of vocational evaluation.

2. Vocational evaluators were found to be certified in a variety of disciplines such as: special education, occupational therapy, psychology, counseling, work placement, vocational education, occupational specialties, administration, supervision, and a variety subject matter specialties. It was questionable as to how many of the certifications related directly to vocational evaluation.

3. More than three out of four of the respondents indicated that if their states developed a certification process, they would be willing to work toward attaining certification.

4. Eighty percent of the respondents indicated they would be willing to work toward certification under the auspices of the Vocational Evaluation and Work Adjustment Section. Further 77% felt they would benefit professionally by being certified by VEWAA, and 64% felt that VEWAA certification would add impact to their functioning as an evaluator.

5. Fifty-four percent of the respondents indicated that they functioned at a comparable level with couselors in the school organizational structure, but only one out of four were on a comparable pay scale.

6. Twenty-one percent of the evaluators indicated they did not have any specific training in vocational evaluation prior to employment.

7. Fifty-nine percent of the responding population indicated that they had training relating to vocational evaluation in the form of workshops, specific graduate course work, on-the-job training, or a graduate degree with a specialization in vocational evaluation. The remaining forty-one percent indicated that they did not even have the benefit of on-the-job training.

8. There was a great deal of variation in the types of training the respondents felt they needed. The three most frequently mentioned areas where training was needed included:

    a. evaluating specific types of disabilities

    b. using standard evaluation instruments

    c. using behavior modification and work adjustment techniques

9. Fifty-seven percent of the evaluators indicated that a degree in education was necessary to obtain employment while 41% indicated an education degree was not necessary (2% No Response). Further analysis revealed that of those required to have an education degree 28% did not have any specific training in vocational evaluation as compared to only 12% for those for whom an education degree was not mandatory.

10. Thirty-four percent of the evaluators had no prior experience in vocational evaluation while 66% had experience as coordinators/chief of evaluation (7%), evaluators (58%), or evaluator aides (1%).

11. Similar to vocational evaluation in the vocational rehabilitation field, vocational evaluation in the educational setting covers a variety of tasks and functions. These were categorized under the headings of Evaluation/Testing, Interviewing and Counseling, Teaching, Administration, Occupational Analysis, Communicating and Relating, and Research and Development. Summary of the findings indicate:

    a. Within the category of "Evaluation/Testing," tasks most frequently performed by the largest number of individuals involved selecting, administering, and scoring evaluation instruments. Adapting and individualizing the evaluation instruments and plans were less frequently performed.

    b. Within the category of "Interviewing and Counseling," a majority of time was spent by a larger number of evaluators providing interpersonal counseling and explaining test results. Fewer individuals were involved with information gathering, and activities related to structuring behavior change were the least often performed tasks within this category.

    c. Within the category of "Teaching," the most frequently performed tasks by the largest number of evaluators involved acting as a resource person to teachers while the smallest number were involved in subject matter teaching. Much of the teaching responsibilities were involved in providing instruction related to student orientation toward facilitation of the evaluation processes. For, example, direct instruction for

tool usage to facilitate the evaluation was very common. Further, evaluators functioned as resource persons to teachers in dealing with individual students.

d. Within the category of "Administration," the most frequently performed tasks by the largest number of evaluators involved budgets, equipment, and communicating with outside agencies.

e. Within the category of "Occupational Analysis," the most frequently performed task involved the utilization of the Dictionary of Occupational Titles. Job analysis and work modification tasks were the least performed tasks in this category with over half of the evaluators never performing these tasks.

f. Within the category of "Communicating and Relating," the largest number of evaluators spent the greatest amount of time providing students with career information and preparing written evaluation reports. Sharing information and recommendations with other individuals inside and outside the school was engaged in by far less evaluators.

g. Within the category of Research and Development," the most frequently performed tasks in group involved the development of basic form while other developmental tasks and research was much less frequently performed.

h. There was no specific function or task which was performed by all the identified evaluators. The most frequently performed tasks were performed by five out of six evaluators.

i. Within each of the seven categories of functions or tasks, some had no involvement while others spent 75 percent of their time on the tasks.

Conclusions

On the basis that the list of identified vocational evaluators was complete, their responses to the data seeking instruments were correct, the processed data were without error, and the interpretations to all the processed data were sound, the following conclusions were drawn:

1. Functions and tasks of the vocational evaluators employed in school settings are similar to those evaluators employed in vocational rehabilitation facilities.

2. Placement of vocational evaluators within the school staff organizational structure is very inconsistent in terms of position, responsibility and function, and salary.

3. Some vocational evaluators in school settings have had no training in vocational evaluation processes.

4. School vocational evaluators have emerged from very diverse backgrounds and training experiences.

5. Vocational evaluators functioning in school settings, who are not certified in vocational evaluation, are generally certificated in such areas as: special education, psychology, occupational therapy, counseling, work placement, vocational education, occupational specialties, administration, supervision, and a variety of subject matter specializations.

6. Teaching functions for vocational evaluators in school settings generally concentrate upon the tasks of orienting and instructing students to procedures, tool usage, and equipment usage which is necessary to facilitate progress in the vocational evaluation process.

7. A degree in education is generally not necessary for employment as a vocational evaluator in a school setting.

8. A very small proportion of the vocational evaluators in school settings, three out of a hundred, have graduate degrees with specialization in vocational evaluation.

9. Hiring practices for vocational evaluators in school settings appear to be questionable by stressing a degree in education as opposed to a degree in vocational evaluation, especially in light of the fact school evaluators do little subject matter teaching.

10. The restriction of requiring teacher certification for employment as vocational evaluators places undue constraints in employing individuals trained in vocational evaluation.

11. A uniformity of job descriptions for vocational evaluators in school settings does not exist.

12. Vocational evaluators in school settings tend to function in those activities or tasks they feel they do best.

13. Vocational evaluators in school settings are sensitive and concerned about their lack of specific certification for vocational evaluation and status within the school system.

14. There is a consensus as to the three general areas of additional training vocational evaluators need to improve their performances on the job. Three kinds of training needed are:

    a. evaluating individuals having specific disabilities

    b. using standard vocational evaluation instruments

    c. using behavior modification and work adjustment techniques

15. Vocational evaluation program requirements and inherent staffing requirements for services within schools are generally not at all consistent.

16. Vocational evaluators in school settings are generally willing to work toward certification providing their states develop and establish the certification process.

17. A large proportion of the vocational evaluators functioning in school settings are willing to work toward certification under the auspices of the Vocational Evaluat on Work Adjustment Association and also believe such certification would benefit them professionally.

18. There is little or no evidence of the states planning and implementing a process leading toward certification of vocational evaluators.

Chapter IX

Recommendations

1. National Guidelines for Program Evaluation Criteria

National level guidelines should be established which clarify the evaluative criteria upon which the extent of success or failure of vocational evaluation programs in the schools will be determined. Included should be definitions, purpose, expectations, goals, and staff activities.

2. State Guidelines for Certification of Personnel

States should establish guidelines for the certification of qualified personnel in vocational evaluation services. Representatives of vocational evaluation, special education, and vocational education should prepare, cooperatively the guidelines for the certification process for vocational evaluation personnel.

3. Employment Criteria for School Vocational Evaluators

Until specific certification is made available, school vocational evaluators should be employed on the basis of their specific training or experience in vocational evaluation rather than their ability to be certified under a different job title. Employment of personnel as vocational evaluators who are certificated in other academic or occupational disciplines should cease. Participation in extensive vocational evaluation training programs should be required before school employment is approved. States should examine the practice of requiring education degrees for vocational evaluators as a possible violation of the Equal Employment Opportunities Commission's regulations because the education degree may not relate to job tasks performed by an evaluator.

4. Leadership for Certification by VEWAA

The vocational evaluators' professional organization, Vocational Evaluation and Work Adjustment Association (VEWAA), should consider the plight of evaluators in education whose need for certification appears greater than their counterparts in rehabilitation. A certification process should result in assisting schools in employing qualified vocational evaluators and assisting evaluators gain status in the vocational evaluation services at school settings.

5. Use of Workshops for Specific Training in Vocational Evaluation

State supervisory personnel should support the use of workshops to provide specific training in vocational evaluation techniques to persons seeking skill development. Commercial system's workshops or ones promoted by the state would enhance the quality of the evaluation provided and would be cost effective.

6. Training Resources at Colleges and Universities

Colleges and universities providing continuing education to educators through night classes, summer school sessions, and special workshops should address the problems of limited training resources for vocational evaluators. Workshops and courses in vocational evaluation should be provided by an educational institute offering specialty training in vocational evaluation services delivery.

7. Flexible Degree Programs in Vocational Evaluation

Degree programs offering specialties in vocational evaluation need to be more flexible to meet the needs of students who are interested in employment in education systems as opposed to rehabilitation facilities. Degree programs should provide electives for evaluation majors to select appropriate education courses. Should certification requirements be planned and established in the future and become somewhat standardized, training programs should be adaptable so that interested students could participate with intentions of satisfying prevailing certification requirements.

8. Proficiency Development for Vocational Evaluation Service Delivery

Individuals interested in becoming vocational evaluators in school settings should accept the responsibility of becoming proficient in the wide variety of tasks necessary for vocational evaluation service delivery. Evaluators should become skillful in establishing working relationships with the cooperative fields of expertise in the school.

9. Defined Roles and Functions of School Vocational Evaluators

The roles and functions of school vocational evaluators should be defined and clearly established within the school organization and its services. Recommended roles and functions should reflect guides and direction toward program (a) planning, (b) staffing, (c) equipment, (d) service delivery systeming, and (e) follow-up evaluating.

10. Analysis of Additional Data

a. Analysis of the data from questions 62 through 65 of the survey is recommended. These questions provide information on the tools used by evaluators, disability areas evaluators feel confident in evaluating, referral information received, and the contents of written final reports.

b. Question 63 will be useful in identifying disability areas where training is needed, and also in comparing self-competency ratings with activities actually performed.

c. Question 64 could identify areas where cooperation and sharing of information between members of the schools team of professionals could be improved.

d. Question 65 could identify the comprehensiveness of the evaluations performed, contributing to improved evaluations and improved written reports.

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APPENDIX

Inclusion: The Data Seeking Instrument

SURVEY FOR VOCATIONAL EVALUATORS IN VOCATIONAL EDUCATION

Directions:

Please answer the following questions regarding your state certification requirements and your certification status.

1. Is there a certification for vocational evaluators in your state?

_____(1) Yes
_____(2) No. Please go to Question 6.

2. What are the general requirements of this certification? (Please answer following questions.)

3. Coursework:

_____(1) Yes
_____(2) No
_____(3) Other (Please list)_____

4. Specific Competencies:

_____(1) Yes
_____(2) No
_____(3) Other (Please list)_____

5. Experience:

_____(1) Yes
_____(2) No
_____(3) Other (Please list)_____

6. To your knowledge is certification being considered in your state?

_____(1) Yes
_____(2) No

7. Are you presently certified as an evaluator?

_____(1) Yes
_____(2) No

8. Do you presently hold a certification of any kind?

_____(1) Yes
_____(2) No

9. If yes, under what job title(s) are you certified?_____

_____

- over please -

10. Are you presently working toward any certification?

_____(1) Yes
_____(2) No

11. If yes, toward what certification are you working?_____

_____

12. If your state made a certification for vocational evaluators available, would you be willing to work toward it?

_____(1) Yes
_____(2) No

13-15. The Vocational Evaluation and Work Adjustment Association (VEWAA) is presently developing a certification process for vocational evaluators in both schools and rehabilitation facilities. Based on this information, answer questions 13-15.

13. When this certification becomes available, would you be willing to work toward receiving it?

_____(1) Yes
_____(2) No

14. Do you feel you would benefit professionally by being certified by this (VEWAA) professional organization?

_____(1) Yes
_____(2) No

15. Do you feel this certification would add impact to your functioning as an evaluator?

_____(1) Yes
_____(2) No

16. In the organizational structure of your school, are you on the level with: (Please answer following questions.)

17.	Teachers	_____(1) Yes	_____(2) No
18.	Counselors	_____(1) Yes	_____(2) No
19.	Assistant Principals	_____(1) Yes	_____(2) No
20.	Principals	_____(1) Yes	_____(2) No
21.	Psychologists	_____(1) Yes	_____(2) No

22. On what scale are you paid?

23.	Teacher	_____(1) Yes	_____(2) No
24.	Counselor	_____(1) Yes	_____(2) No
25.	Assistant Principals	_____(1) Yes	_____(2) No
26.	Principal	_____(1) Yes	_____(2) No
27.	Other_____		

28. In what field(s) are your degree(s)?_____

_____

- over please -

29. Was a degree in education necessary to qualify for your job?

_____(1) Yes
_____(2) No

30. List specific training you have received in vocational evaluation:

_____

_____

_____

_____

31. List your specific experience in vocational evaluation:

Title	Number of Years

- over please -

Below you will find a list of tasks which are frequently performed by vocational evaluators in various settings. Please identify those tasks which you perform and the percentage of time spent on each. (Since a number of these tasks are performed simultaneously, your total percentage may exceed 100%.)

Do you perform the following tasks? (PLEASE CIRCLE)	If YES → Circle the rating which best describes the percentage of time you spend at each task.	1-5%	6-15%	16-30%	31-50%	51-75%	76-99%
Yes No	32) Select and administer dexterity tests and work samples.	1	2	3	4	5	6
Yes No	33) Select and administer achievement tests, personality surveys, and interest inventories.	1	2	3	4	5	6
Yes No	34) Score and interpret work samples, inventories and tests.	1	2	3	4	5	6
Yes No	35) Develop an evaluation plan using tentative hypotheses.	1	2	3	4	5	6
Yes No	36) Adapt standardized instruments for special disability groups.	1	2	3	4	5	6
Yes No	37) Provide individual and group counseling (interpersonal).	1	2	3	4	5	6
Yes No	38) Explain test results to students.	1	2	3	4	5	6
Yes No	39) Conduct initial intake interview.	1	2	3	4	5	6
Yes No	40) Implement work adjustment programs.	1	2	3	4	5	6
Yes No	41) Instruct students in tool usage and safety procedures.	1	2	3	4	5	6
Yes No	42) Teach specific vocational and life skills.	1	2	3	4	5	6
Yes No	43) Provide in-service training to school personnel.	1	2	3	4	5	6

- over please -

				1-5%	6-15%	16-30%	31-50%	51-75%	76-99%
Yes	No	44)	Aid teachers by recommending techniques to meet individual student needs.	1	2	3	4	5	6
Yes	No	45)	Supervise other evaluators or aides.	1	2	3	4	5	6
Yes	No	46)	Prepare budgets and order equipment.	1	2	3	4	5	6
Yes	No	47)	Conduct research and establish norms.	1	2	3	4	5	6
Yes	No	48)	Assist in curriculum development in areas other than evaluation curriculum.	1	2	3	4	5	6
Yes	No	49)	Communicate with outside agencies.	1	2	3	4	5	6
Yes	No	50)	Conduct job analysis within the community.	1	2	3	4	5	6
Yes	No	51)	Perform task analysis of the training programs available to your students.	1	2	3	4	5	6
Yes	No	52)	Use D.O.T. to classify jobs and work samples.	1	2	3	4	5	6
Yes	No	53)	Utilize time and motion principles in modifying work stations.	1	2	3	4	5	6
Yes	No	54)	Prepare written work evaluation reports.	1	2	3	4	5	6
Yes	No	55)	Participate in interdisciplinary staff conferences.	1	2	3	4	5	6
Yes	No	56)	Provide career information to students.	1	2	3	4	5	6
Yes	No	57)	Communicate vocational evaluation purpose to board members, parents, and community leaders.	1	2	3	4	5	6
Yes	No	58)	Develop work samples and work sample manuals.	1	2	3	4	5	6

- over please -

			1-5%	6-15%	16-30%	31-50%	51-75%	76-99%
Yes	No	59) Develop behavior rating forms, check lists, and evaluation forms.	1	2	3	4	5	6
Yes	No	60) Use statistical techniques to validate and estimate reliability of work samples.	1	2	3	4	5	6
Yes	No	61) Conduct follow-up studies on those evaluated.	1	2	3	4	5	6

62. Which of the following tools do you use? (Place an X before all which apply.)

_____(1) Commercial work samples. (i.e. J.E.V.S., Singer, VALPAR, MIND, etc.)
_____(2) Situational assessment in vocational training areas/shops.
_____(3) Psychometric tests.
_____(4) Staff developed work samples representing specific training programs.
_____(5) Behavioral observation of overall work personality.
_____(6) Other_____

63. Which of the following disability groups do you feel confident in evaluating?

_____(1) Physical disabilities
_____(2) Emotional disabilities
_____(3) Learning disabilities
_____(4) Socially maladjusted
_____(5) Mentally retarded (EMR)
_____(6) Mentally retarded (TMR)
_____(7) Disadvantaged
_____(8) Speech impaired
_____(9) Blind
_____(10) Deaf
_____(11) Other_____
_____

64. Which of the following information is made available to you prior to evaluation?

_____(1) Medical information
_____(2) Psychological information
_____(3) Social history
_____(4) Academic grade levels and/or L.D.S. report
_____(5) Teachers cumulative records
_____(6) Report from counselor
_____(7) Other_____
_____

65. Does your written final report include the following information? (Circle yes or no.)

Yes No (1) Students vocational strengths
Yes No (2) Students vocational weaknesses.
Yes No (3) Information on how quickly the student learns, and how he learns.
Yes No (4) Behavior modification techniques found to be successful.
Yes No (5) Specific shop or training area placement recommendations.
Yes No (6) Potential jobs the student should eventually be able to hold.

66. In what areas do you feel you need more training?_____
_____

67. Do you desire a summary of the results of this survey?

_____(1) Yes
_____(2) No

Address: _____
_____
_____

68. If you have a job description, would you please enclose a copy.

Thank you for your help. Return to: Allen Noll or Sue Ellsworth
UW-Stout
225L Applied Arts
Menomonie, WI 54751